DOCUMENT RESUME

ED 163 719 EC 112 737

AUTHOR	Goldstein, Judith E.; Verhoven, Peter J.
TITLE	Assessing Therapeutic Recreation Manpower: Guidelines for Using the Survey Questionnaire.
INSTITUTION	National Recreation and Park Association, Arlington, Va.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE	77
GRANT	OEG-0-74-9087
NOTE	28p.
AVAILABLE FROM	National Recreation and Park Association, 1601 North Kent Street, Arlington, Virginia 22209 ($3.00)
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Administrator Guides; Delivery Systems; *Educational Assessment; *Handicapped Children; Higher Education; *Program Evaluation; *Recreational Programs; Surveys

ABSTRACT

The guide offers a framework for approaching the assessment process of recreation and leisure service delivery to handicapped children and youth by college/university faculty and administrators. Twenty-five questions regarding manpower assessment are answered, including the following: why is manpower assessment important and how is it usually conducted; what types of information should be sought; how is the mailing list completed; how should survey recipients be selected; should the questionnaire be pretested; is it advisable to get cost estimates; should survey forms be coded to facilitate followups; and how should the data be organized and used. Sample questions are included. (BD)

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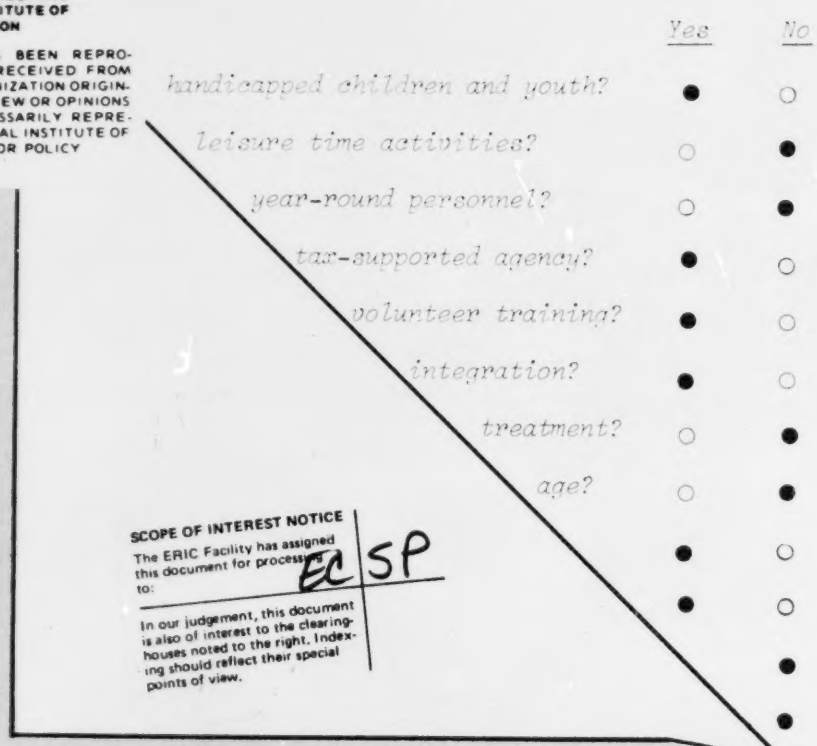

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Assessing Therapeutic Recreation Manpower: Guidelines for Using the Survey Questionnaire

Judith E. Goldstein
Peter J. Verhoven

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A Publication of the National Recreation and Park Association and
Bureau of Education for the Handicapped,
U.S. Office of Education

POST-MASTER'S INTERNSHIP TRAINING PROGRAM
IN THERAPEUTIC RECREATION CONSULTATION

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This project was supported by Grant No. OEG-0-74-9087, U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

May, 1977

ACKNOWLEDGEMENT: The authors with to acknowledge the contributions of Mr. Gordon Howard to the initial draft of this guide.

CONTENTS

1 • Why was this guide prepared?

1 • What does this guide address?

1 • Is there a specific focus to the guide?

1 • Why is manpower assessment important?

2 • What are some of the national influences upon personnel utilization patterns?

3 • How is manpower assessment usually conducted?

4 • What types of information should be sought?

5 • What types of employment settings should be surveyed?

5 • How is the mailing list compiled?

6 • How should actual survey recipients be selected?

7 • Is it important to address the questionnaire to specific individuals within the employing units?

7 • Is there a standard format and style to follow?

8 • Should questions be written in a specific way?

9 • What about organization and tabulation of data?

10 • Should the questionnaire be pre-tested?

11 • What should be done once the questionnaire has been revised?

13 • Is it advisable to get cost estimates?

13 • What about confidentiality of data and anonymity of respondents?

13 • Should the survey forms be coded to facilitate follow-up?

14 • How many sets of mailing labels are necessary?

14 • Is there a preferred way to mail the surveys?

14 • What should be done about nonresponse?

15 • How should data be organized?

15 • How should data be used?

16 • Is there a way to keep the survey process moving smoothly?

17 • Sample questions

9 • Figure 1: Types of Response Patterns

☐ WHY WAS THIS GUIDE PREPARED?

To assist college/university faculty and administrators assess current and projected needs for therapeutic recreation personnel in communities, municipalities, regions, and states. The guide may also be used as an instructional tool by therapeutic recreation students. Agencies and organizations engaged in related types of survey research may also find it useful.

☐ WHAT DOES THIS GUIDE ADDRESS?

Concerns and procedures generic to manpower assessment and frequently encountered problem areas. Seen as a whole, this guide offers a framework for approaching the assessment process.

☐ IS THERE A SPECIFIC FOCUS TO THE GUIDE?

Yes--recreation and leisure service delivery to handicapped children and youth. You will find no references to personnel or agencies specifically oriented to serve senior citizens, drug/alcohol abusers, criminal offenders, and other populations. However, application of the assessment process is universal. You should adapt the information in this guide according to your unique circumstances.

☐ WHY IS MANPOWER ASSESSMENT IMPORTANT?

Manpower assessment is a requirement for those colleges and universities receiving Program Assistance Grants from the Division of Personnel Preparation, Bureau of Education for the Handicapped, U.S. Office of Education. Requirement or not, collection and analysis of manpower data and their subsequent application should be fundamental in planning a new curriculum and continuing tasks within an established professional preparation program.

The importance of accurate personnel utilization profiles, both current and projected, to sound curriculum planning in postsecondary education systems cannot be overstated. Such profiles clarify several issues: (1) number of personnel currently employed; (2) type of employment settings; (3) concentrations

of personnel; (4) nature of existing positions and roles/functions; (5) projected stability of employment patterns; (6) projected demand for additional personnel and the nature of new positions; and (7) shifts forecast in employment concentrations (settings or sectors).

Data may also reveal forces which influence the employment picture and thereby enable intervention for positive change. Proactive professional preparation is facilitated, making it easier to enhance each student's employability and meet the actual personnel needs of each employment setting or sector.

Survey results may be applied to decision-making about: (1) the number of students to accept in a particular degree program or specialization; (2) the suggested focus of curriculum content and learning experiences in relation to the skills and knowledge required for specific jobs; (3) development of strategies for creating new jobs; (4) guidance to students about the realities of job placement and the direction of their studies (e.g., administration, research, direct service, consultation); and (5) the type of faculty to employ.

Available national and state data about personnel supply/demand in therapeutic recreation are less than adequate. Variations in survey design, rationale, population surveyed, sample size, and data collection methods may raise doubts about the generalizability of findings. Adding to the complexity of the situation are changes in socioeconomic conditions and political developments (dependent variables) which have a direct and immediate relationship to manpower assessment.

In sum, it is to the advantage of the academic institution, the student, and the employing units to conduct periodic manpower assessments and make decisions about personnel preparation in light of the evidence, not as a result of speculation.

WHAT ARE SOME OF THE NATIONAL INFLUENCES UPON PERSONNEL UTILIZATION PATTERNS?

College and university faculty and administrators need to remain abreast of significant factors which have a direct and/or tangential effect upon the need for

therapeutic recreation personnel. While selective rather than inclusive, the following list points to national developments which have an impact upon the immediate future need for trained personnel in therapeutic recreation:

- Public Law 94-142 (Education for All Handicapped Children Act) recognizes the right of handicapped children and youth to an individualized, appropriate education in the least restrictive environment. Inherent in this law is provision of recreation and leisure education services.

- The national movement for deinstitutionalization of developmentally disabled persons places greater responsibility upon community agencies to provide recreation and leisure services for these individuals.

- The recently signed amendments to the Rehabilitation Act of 1973 have implications for the role of recreation and leisure services in the rehabilitation process.

- Therapeutic recreation consultation would seem to be an emerging career field.

- In recent years, there has been a gradual increase nationwide in the number of public recreation and park departments providing recreation and leisure services to handicapped persons in community settings.

- Advocacy and consumer groups are exerting pressure upon service providers to be more responsive to the needs and preferences of all people.

- Employers are demanding accountability and cost-effective program development.

HOW IS MANPOWER ASSESSMENT USUALLY CONDUCTED?

The most often used (and often abused) means of gathering data is the survey questionnaire, a vehicle capable of obtaining considerable significant data rather inexpensively and in a relatively short period of time. This method is not, however, worth the paper the questionnaire is printed on unless steps are taken to insure that the results will be valid, reliable, and representative.

Manpower studies are usually repleat with procedural and methodological problems that are often difficult to resolve. No stage of the assessment process is inherently problem-free; therefore, no tasks should be undertaken without considerable planning and thought.

The information in this guide is provided to assist you with the assessment process and designing a survey instrument that can be used to determine therapeutic recreation manpower needs in any geographic area or jurisdiction.

WHAT TYPES OF INFORMATION SHOULD BE SOUGHT?

Only you and your colleagues know precisely what information is relevant. Therefore, it is crucial that you take sufficient time to define a purpose and direction and the uses to which the data will be put. Clarity at the outset increases the utility of the results and enhances the survey instrument itself. Clarity will also enable you to formulate questions which elicit the information you need.

REMEMBER: The information you obtain will be used in the development of academic programs that best prepare therapeutic recreation students for entry into a defined and receptive market.

While it is obvious that this guide cannot anticipate all of your information needs, it is safe to say that manpower studies should address (at minimum) the following categories of data:

- structure, size, and nature of the service-providing unit
- funding sources which sustain the unit
- type and structure of the recreation programs and services
- nature/characteristics of the population(s) served
- type of existing staff positions (title and duties)
- qualifications for employment in each position
- number of personnel currently employed full-time (year-round), part-time, seasonally, and on a volunteer basis
- projected employment in the next year or in "x" years

(Sample questions are included at the end of this publication.)

WHAT TYPES OF EMPLOYMENT SETTINGS SHOULD BE SURVEYED?

Therapeutic recreation personnel are employed in a variety of organizations, institutions, and agencies (employing units). The following list includes most of the common units serving handicapped children and youth:

- camps
- day care centers
- general med/surg hospitals
- mental health agencies
- municipal park/ recreation agencies
- preschool programs
- school/educational centers
- sheltered workshops
- private/voluntary agencies
- state hospitals
- vocational training centers
- psychiatric hospitals
- pediatric/children's hospitals
- rehabilitation centers
- youth-serving agencies

HOW IS THE MAILING LIST COMPILED?

Once the general employing unit categories have been identified, you will have to compile an up-to-date, inclusive mailing list. There are a number of agencies and organizations in a position to help you with this task. They may either maintain membership lists or produce compendiums or directories or sell address labels. In some instances, they may be able to refer you to primary information sources.

- The National Therapeutic Recreation Society (1601 N. Kent Street, Arlington, VA 22209) may be able to put you in touch with therapeutic recreation personnel in your state. You may also obtain a list of the officers of the therapeutic recreation sections of the state recreation and park societies.

- The American Alliance for Health, Physical Education and Recreation (Programs for the Handicapped, 1201 16th Street, N.W., Washington, D.C. 20036) may provide similar types of information.

- Governmental units (e.g., mental health, education, natural/human resources) at the local, county, special district, and state levels.

- Local community welfare councils and similar organizations.

Consult: DIRECTORY OF ORGANIZATIONS INTERESTED IN THE HANDICAPPED (Committee for the Handicapped, People to People Program, Suite 610, LaSalle Bldg, 1028 Connecticut Avenue, N.W., Washington, DC 20036.

HOW SHOULD ACTUAL SURVEY RECIPIENTS BE SELECTED?

After assembling as complete a list as possible of agencies, organizations, and institutions which fall within the scope of your survey, you need to identify the actual recipients of the questionnaire. There are several different sampling techniques to use. Three which may be considered are:

- total population--to comprise 100 percent of all possibilities

- stratified sample by agency type--to comprise selected units from each of the employing unit categories to be represented in the survey

- random sample--to comprise a portion of the total population as a result of selecting random units

It is important to use correct procedures when selecting the pool of recipients (referred to as N). Frequently surveys are invalidated because they were incorrectly conducted. Additionally, you may find that the results have only limited value if you do not follow accepted procedures.

The sample (N) you choose will depend upon the human resources available to conduct the survey, the funds allocated for printing and mailing, the resources for processing the data, the time constraints, and related factors. The size of the total possible population will also be a determining factor. However, you should not severely curtail the scope of the survey; if you do, the results may have little value.

7

☐ IS IT IMPORTANT TO ADDRESS THE QUESTIONNAIRE TO SPECIFIC INDIVIDUALS WITHIN THE EMPLOYING UNITS?

The answer to this question is another question: Is it important for the government to address your income tax return to you? Of course! You know better than anyone how to fill out the form accurately and completely. You may need assistance, but you are the primary information source. The same holds true for the survey respondents.

The accuracy and comprehensiveness of your results are dependent in large part upon the individuals who answer the questions. Therefore, it is important to address the questionnaire to the most appropriate respondent if known by name. (Usually this individual should be an administrative person who is in a position to make decisions about personnel projections. Frequently staff do not have sufficient information to answer the questionnaire.) If the addressee no longer occupies the position, chances are that the incumbent will be able to respond.

If a specific individual cannot be identified within the employing unit, the questionnaire can be addressed to the top person (e.g., director, superintendent, head) of the unit. The survey directions should state clearly that the respondent should be someone with intimate knowledge of the recreation and leisure service delivery component of the unit.

☐ IS THERE A STANDARD FORMAT AND STYLE TO FOLLOW?

No. Style and format grow from the specific assessment effort. However, there are guidelines to follow to increase the probability that your survey will yield the quality of information you are seeking and the desired response rate.

A lengthy, complex, or unclear questionnaire will often go unanswered. Therefore, attention should be given to:

- readability (language, tone)
- legibility (type style, clarity of print)
- clarity of directions
- length of questions and amount of time required to complete the questionnaire
- response patterns

- spacing of the questions on the page
- contents of cover letter

Try to design the instrument so that the eye will naturally follow the flow of questions horizontally and vertically. Repeat the instructions on a new page if necessary. To require a respondent to flip back and forth between pages impedes his/her ability to provide information and creates the potential for significant nonresponse.

As the survey designer, your task is to facilitate the response process and lessen the expenditure of energy required to accomplish it. Resistance to responding is one of the enemies of survey research.

SHOULD QUESTIONS BE WRITTEN IN A SPECIFIC WAY?

Not necessarily. You can frame questions in several ways. The way you choose will be influenced by the method you will use to tabulate the data. You want to design the instrument to help yourself as well as the respondent.

Writing questions appears to be simple, but in reality it is a painstaking task. You may wish to consult texts or a survey research expert for pointers about developing and wording questions to elicit the information you want. Directions should be clear to help respondents avoid confusion.

Figure 1 illustrates various types of appropriate response patterns. Although it is wise to select one type of response and use it consistently, you must allow the respondent to answer in a way which provides the data you need. Therefore, your questionnaire may include a combination of response patterns.

WHAT ABOUT ORGANIZATION AND TABULATION OF DATA?

Whenever possible, you should devise your questionnaire to elicit responses which are quantifiable: the number of people checking box 2 of question 17 may be totaled; the number of people ranking item 3 of question 6 as most important may be calculated. Quantifiable responses will make your job easier as you begin to treat and analyze the data.

FIGURE 1: TYPES OF RESPONSE PATTERNS

- CHECK THE BOX (Check the most appropriate box)

  Is your agency (1) /___/ tax supported?
  (2) /___/ private?
  (3) /___/ voluntary?
  (4) /___/ other (specify)_____

- FILL IN

  How many years of experience are required for an entry level therapeutic recreation specialist? _____years

- FORCED CHOICE

  Does your agency currently offer a recreation program? ___ ___
  yes no

- MULTIPLE CHOICE (Check those which apply)

  If your facility has a swimming pool designed for handicapped participants, which of the following does it have?

  (1) Ramp ___
  (2) Lift ___
  (3) Handrails ___
  (4) All of the above ___
  (5) Other ___ (specify)_____
  (6) There is no pool ___

- RANKING

  Rank the following programs in order of importance to your agency. (1 = most important; 4 = least important)

  (1) Arts and crafts ___
  (2) Dance ___
  (3) Music ___
  (4) Outdoor ___

- RATING

  What is the likelihood of your agency adding a recreation therapist position in the next year? (Circle one)

  very likely (1) somewhat likely (2) not likely (3) no possibility (4)

- SHORT ANSWER

  What is the single most important skill deficiency you have noted in entry level therapeutic recreation specialists? (Explain)

You should begin to address the issue of organization and tabulation from the beginning of the survey design phase. If you wait until all responses are in you will probably find you have created an unmanageable monster.

Hand tabulation and computer tabulation are two options available to you. If the survey is short and the N is limited, hand tabulation is the more efficient (and less expensive) method. The more numerous the questions and the greater the N, the more a computer analysis is indicated. Then again, you may wish to leave the option open by including only those response patterns which can be quantified. (Responses to short-answer questions are difficult to quantify. While these questions provide useful information, their interpretation may vary from respondent to respondent, thereby confounding the results. There are times, however, when short-answer questions are valuable.)

If computers will actually be used or if they are contemplated, you must work with a computer programmer as you develop a format for the questionnaire which facilitates data processing and a program which will assist you in meeting your data retrieval requirements. For example, cross tabulation of data (e.g., the number of day care centers which serve children with learning disabilities) is difficult to handle by hand tabulation; it may also be difficult to handle on a computer unless the program is written correctly.

Hand tabulation, then, suffices if the quantity of data is small and if the required combinations of data elements are few. Computer tabulation and analysis are called for when you are handling massive amounts of data and when special groupings or analysis are needed.

(The complexities of computer program, punch, and sort operations are too detailed to consider here.)

☐ SHOULD THE QUESTIONNAIRE BE PRE-TESTED?

Most definitely, yes. Pre-testing will enable you to identify problems with response, format, data tabulation, and other areas. In the long run, time invested in pre-testing and revising the questionnaire will save you time once the data are in. Your overall survey will also be enhanced.

For pre-testing, select a sample of employing units. Include with the questionnaire a cover letter which explains the pre-test activity and requests feedback about readability, format, length, clarity, etc. You may also wish to have your colleagues critique the instrument.

REMEMBER: You may think the questions are clear because you developed them. However, they may appear quite different to someone unfamiliar with them. This initial pre-test activity will help you uncover your blind spots and improve upon your initial design efforts.

When responses are received, evaluate the feedback and when appropriate modify, discard, or rewrite those questions or elements which presented problems to the pre-test sample. If extensive changes are in order, you should consider a second pre-test.

WHAT SHOULD BE DONE ONCE THE QUESTIONNAIRE HAS BEEN REVISED?

Once you are satisfied with the revised instrument, you are ready for the preparation phase.

- Format and Appearance: Do you want the cover letter separate from the instrument or do you want a survey booklet with the letter included as the first page of the package? Do you want to print on the front and back of the page or just the front? Where should the staple be placed? What type of folds do you want? What color paper and ink? How heavy a paper stock?

You can also determine at this time if you wish to include more information on a page by using the photo-reduction process, which allows you to type the survey on an oversize sheet and reduce it down to the size the actual survey sheet will be (usually 8-1/2" by 11" or 11" by 17" and folded). If this method is used, it is important to make certain that the printed questionnaire will be legible--that is, will have ample white space and type large enough to be easily read.

Photo-reduction may assist you to reduce the number of pages needed for the instrument, which reduces postage and printing costs. However, do not elect

this method at the expense of the respondent. You are seeking a high response rate and accurate information. To sacrifice these ends for the sake of a few dollars is unwise.

You should work with the printer as you begin to make decisions. He/she can assist you to make cost-effective choices and avoid future problems or delays.

- Cover Letter: The cover letter is as important as the survey form. It should offer a concise explanation of the purpose for the questionnaire, provide overall directions, and include other pertinent information. You should get feedback on the letter as you did on the instrument; however, it need not be as extensive.

You may wish to let recipients know the ways they will benefit directly or indirectly from the study and give them the option of requesting the survey report if one is planned.

- Typesetting or Typescript?: Typsetting is the more desirable, but it is expensive and may not be feasible. Typescript (preparation by typewritter) is a practical alternative if adequate care is taken. Use legible, simple type. Headings and directions should be consistent and obvious. You may wish to use interchangeable type elements to achieve variation for headings, directions, or other elements of the form. Leave adequate white space between questions and sections of the form and ample margins. Fitting too much print on a page makes reading difficult.

- Follow-up Method: The method you choose for follow-up will affect the number of envelopes you need and therefore your estimates on postage and printing. It will also affect how many survey questionnaires you print.

There are several ways to follow-up: by personal telephone call if the N is small; by postcard reminder (without an additional survey form); by second (and third) survey forms with a reminder note attached. You need to determine which method is most appropriate and feasible and plan accordingly.

- Printing: A professionally printed form is preferred; it conveys the formality suited to the

nature of the research and is more likely to elicit serious responses from the recipients. Duplication in other ways may be less expensive, but may prove of lesser quality and may lead to a lower response rate.

☐ IS IT ADVISABLE TO GET COST ESTIMATES?

Yes. As soon as you can determine the scope of the study and your needs, you should get cost estimates for typesetting (if used); printing (survey form, cover letter, envelopes, postcards); key punching and data analysis (if computers are used); mailing (initial and follow-up); and any other activities which require a capital outlay. You may find that to do the job you originally planned is beyond your financial means. Modifications may be required. However, since the data are crucial, the survey should be as extensive as possible.

☐ WHAT ABOUT CONFIDENTIALITY OF DATA AND ANONYMITY OF RESPONDENTS?

Many individuals do not like to respond to surveys which they perceive invade their privacy or for which they must provide information they believe should remain inside the employing unit. You should recognize this reality and acknowledge on the survey form that confidentiality will be honored. You may increase your response rate by so doing.

Anonymity of respondents is another matter. If you choose to accept "blind" returns, you need to develop an unobtrusive method for coding each form so that you may follow-up later. Since it is helpful to know who filled out the form, how long he/she has been employed at the unit, and his/her position, allowing for anonymity goes counter to your needs.

☐ SHOULD THE SURVEY FORMS BE CODED TO FACILITATE FOLLOW-UP?

You may wish to code the forms to facilitate follow-up. You may stamp a number on the form, attach a mailing label to each survey form, or code the return envelopes. The latter approach is less functional, since respondents frequently do not use the envelope provided with the survey. In all instances, you should enter the code on the master list.

HOW MANY SETS OF MAILING LABELS ARE NECESSARY?

You should have a set for the initial mailing and additional sets for the follow-ups. You may wish to obtain two or more sets or type the labels as necessary. Time will be saved if one or more carbon sets is prepared during the initial typing.

If computer-generated labels are used, you may wish to obtain one or more additional sets. Remember, computer-generated labels may be expensive.

Whatever the method used, it is advisable to keep a master list of the N as a record for future use.

IS THERE A PREFERRED WAY TO MAIL THE SURVEYS?

Yes. Use of envelopes and first-class postage is preferred; the time is decreased, and the importance of the survey effort is conveyed. There is also less likelihood that the form will be lost. Confidentiality is possible.

Return mailing is as important as the initial distribution. Most formal surveys will include a self-addressed, postage-paid return envelope, which facilitates the respondent's reply. If you substitute a first-class permit number for a postage stamp, you pay only for those surveys returned.

When you consider mailing strategies, consult the post office or mailing room personnel to make certain that you follow accepted procedures when you print your return envelopes. You also need to check on zip-sort, zip-code, and related regulations.

WHAT SHOULD BE DONE ABOUT NONRESPONSE?

Following a time interval (perhaps two weeks after the initial distribution), you should send a follow-up reminder to nonrespondents. You may wish to send another survey form and return envelope or you may wish to send a follow-up postcard. For a relatively small sample, a direct communication by telephone may be appropriate and practical.

Frequently several follow-ups are necessary to achieve the desired rate of return. Sometimes you may be satisfied with 60 to 65 percent; sometimes you may desire 80 percent or more.

If you have difficulty achieving a significant rate of return, you may wish to distribute a postcard which requests feedback about why people failed to return the questionnaire.

REMEMBER: A "no response" cannot be treated as a positive or negative response and is of no use to you. Statistically, you may require a certain percent return to give the survey value.

Some people use a motivational "gimmick" for the follow-up as well as the initial survey distribution. Examples are gum, a small pencil, a joke, an offer of a free survey report, a penny. You may run the risk of being too "cute" if you use a gimmick; you may also detract from the seriousness of your intent. Your budget may prohibit you from including an "extra."

☐ HOW SHOULD DATA BE ORGANIZED?

Following the cut-off date for returns, tabulation can be undertaken. Hand tabulation sheets may be used or the data may be entered on punch cards if the process will be completed by computer.

It is often advisable to have one individual handle the entire tabulation process to insure consistency. Make certain to give explicit instructions to the computer operator about the form in which you want the data, the number of copies of the print-out needed, and special treatment you need, such as cross tabulations, totals and sub-totals, and breakdowns.

You should make certain that the data will be returned to you in the most usable form. It is wise to save the raw data and survey forms until you are certain they are no longer of use.

☐ HOW SHOULD THE DATA BE USED?

You will have determined how to use the data at the beginning of the assessment process when you identified

the purpose and need for the survey study. If you planned wisely you will have obtained the results you need to fulfill your objectives. You will have access to data for use in decision-making which affects curriculum planning and development in terms of the projected personnel utilization patterns in the area or jurisdiction surveyed.

The data may also be used when you seek extramural funding. You may choose to share the results with organizations and agencies and/or send copies of the report to survey respondents.

The less tangible result of your survey will be improved service delivery to handicapped children and youth as a result of better preparation of therapeutic recreation personnel.

☐ IS THERE A WAY TO KEEP THE SURVEY PROCESS MOVING SMOOTHLY?

Yes. During the planning phase you may formulate a time line which identifies target dates for all phases of work; development of the draft instrument; pretest period; revision period; preparation and printing phases; mailing date; period allowed for return; follow-up sequence; tabulation of data phase; completion of final data analysis; application of results to the decision-making process.

Having a set schedule allows you to devote a minimum of time to the survey activity and coordinate all facets of work more easily.

A final note: When determining the deadline for returning the survey, allow three to four days in the mails each way. You may wish to allow one or two weeks beyond that for responses to be returned. (On the other hand, some researchers suggest that you allow only a few days for response.) Avoid scheduling a survey during vacations, peak use of recreation facilities, and school breaks.

SAMPLE QUESTIONS

Some Pointers

1. On the survey form clearly identify the address to which the questionnaire is to be returned. The self-addressed postage-paid envelope you include may be lost or unused. The return address should be placed at the very beginning of the form or following the last question.

2. The cover letter should include the deadline for return of the questionnaire. If the questionnaire and cover letter are two separate items, repeat this information at the beginning of the questionnaire. Make certain that the deadline date may be clearly seen.

3. Define what you mean by "therapeutic recreation" clearly and concisely at the beginning of the questionnaire. Many agencies use other terminology to identify recreation service to handicapped persons: "specialized recreation," "activity therapy," "exceptional programs," "recreation therapy," and the like. If you provide acceptable alternative "equivalents" you may increase the value of your study.

4. It may also be advisable to determine the philosophy underlying the provision of recreation services to handicapped persons.

5. Be as specific as possible in describing different types of positions. You may wish to use the classifications of the National Therapeutic Recreation Society's National Registration Program or standard titles used by your state or local civil service system. To increase understandability, briefly describe the activities usually associated at each level: for example, recreation leader: plans, conducts, and evaluates recreation programs for individuals and/or groups. This approach allows the reporting units to fit their unique titles into the schema you provide.

   Additionally, recreation services may be provided by personnel in professions other than therapeutic recreation. No job title with the word "recreation" in it may exist within an agency, but recreation services may, in fact, be offered. You should be aware of these points when constructing the survey.

6. Salary information is frequently protected. However, you may wish to ask questions to obtain it. Confidentiality in this regard is paramount.

7. Following the reporting unit data section of the instrument, you may wish to include the following (or similar) statements:

> IF YOUR UNIT DOES NOT PROVIDE RECREATION SERVICES AND DOES NOT PLAN TO DO SO WITHIN THE NEXT ____ YEARS, CHECK THE BOX AND RETURN THIS FORM TO.....
>
> IF YOUR UNIT DOES NOT PROVIDE RECREATION SERVICES BUT PLANS TO DO SO WITHIN THE NEXT _____ YEARS, CHECK THE BOX AND RETURN THIS FORM TO.....

This approach may assure a greater return since all recipients are encouraged to return the form. This type of response will also provide you with information which may be used in your projections.

In the same section, you may wish to determine why recreation services are not currently offered. You may use the following and/or additional reasons to obtain this information.

> CHECK THE REASONS WHY YOUR UNIT DOES NOT CURRENTLY OFFER RECREATION SERVICES FOR HANDICAPPED CHILDREN AND YOUTH:
>
> - do not feel it is part of our program or responsibility
> - do not currently have the funds
> - do not currently have qualified staff
> - do not feel participants are interested in such services
> - recreation and leisure time activities are provided by another agency/facility
> - other (specify)

8. When writing your questions, <u>never</u> assume anything about the respondent's knowledge or understanding. You are not doubting the intelligence of your respondents; you are trying to make answering your questions easier for them. You are also trying to obtain accurate information you need. ALWAYS PUT YOURSELF IN THE POSITION OF A SURVEY RECIPIENT. Try to read your questions and follow your instructions as if you had never seen them. The pre-test process is one way of accomplishing this objective.

> The questions on the following pages are offered as a guide. They are designed to illustrate some of the types of information you may wish to obtain.

19

REPORTING UNIT DATA

1. Include space for the following data:

   - name of reporting unit
   - name and title of chief administrator
   - address of reporting unit (include zip code)
   - name of person completing the form
   - title of person completing the form
   - number of years the person completing the form has been with the reporting unit

2. Type of agency support (check one)

   - public/tax-supported
   - private/nonprofit
   - voluntary/charitable
   - proprietary/profit-making
   - other (specify)

3. Source of agency support (check those that apply)

   - client fees
   - contributions from community agencies, groups, individuals (e.g., United Way, Jaycees, etc.)
   - direct support from local, state, or federal government
   - government and/or foundation grants and/or contracts
   - third party (insurance) support (e.g., medical, Blue Cross, Medicare, etc.)

4. Type of agency/institution (check one)

   See page 5 for a list of the common employing units serving handicapped children and youth.

5. Other questions may be appropriate to your needs.

CLIENT DATA

1. Average annual number of clients served

2. Average duration of participation in the agency's program

3. Age of persons served by the agency

4. What is the usual residential status of the clients of your agency?

   - Primary residence (long-term institutionalization)
   - Temporary resident (short-term institutionalization)
   - Residence for a portion of the day, for month, or year (e.g., day, night, crisis intervention, resident camp)
   - Out-patient status
   - Other (please specify)

5. What is (are) the primary diagnosis (es) of the clients served by your facility? (Check all that apply)

   - blindness/visual disability
   - cardiac/cardiovascular dysfunctions
   - cerebral palsy
   - deafness/hearing disability
   - epilepsy
   - learning disability
   - mental (emotional) illness
   - mental retardation
   - multi-handicaps
   - multiple sclerosis
   - muscular dystrophy
   - orthpedic disability
   - speech disability
   - respiratory dysfunction
   - other (specify)

6. Other questions may be appropriate for your needs.

VOLUNTEER INFORMATION

1. How many volunteers are currently being used in the delivery of therapeutic recreation services to handicapped children and youth?

2. How many volunteers do you anticipate using by ____?

3. Do you currently have a supervisor or director of volunteers?

4. Do you encounter seasonal changes in the need for volunteers?

5. Do you provide an in-service training and/or orientation program for volunteers?

6. Do individuals move from volunteer to paid positions within your agency?

TURNOVER

1. How many positions become available annually in the recreation component due to retirement, relocation, pregnancy, etc.?

STAFF DATA

1. The following are the current categories within the NTRS Registration Program: Therapeutic Recreation Assistant; Therapeutic Recreation Technician (provisional); Therapeutic Recreation Technician (registered); Therapeutic Recreation Leader; Therapeutic Recreation Specialist; and Master Therapeutic Recreation Specialist.

2. When framing questions, you may want to obtain information on educational level, registration with NTRS (if any), job title, responsibilities, etc. A matrix may assist you in facilitating the respondent's task.

3. Number of staff employed full-time (year-round), part-time, seasonally.

4. Other questions may be appropriate for your needs.

PROGRAM INFORMATION

1. Frequency (daily, weekly, monthly, occasionally, never) that various program types are offered (aquatics, crafts, dance, drama, fine arts, games of low organization, individual and group sports/games, leisure education, leisure counseling, music, paper/pencil and table games, physical fitness and exercises, special events, team sports, etc.).

2. Nature of the recreation program (i.e., weekdays only, weekends only, weekdays and weekends, monthly, seasonal, all of the above, other).

3. Voluntary and/or prescribed participation in activities.

4. Other questions may be appropriate for your needs.

PHILOSOPHY

1. Which statement best describes the philosophy of your agency with regard to recreation and leisure services?

   - We believe that participants in our program have the need for and can benefit from recreation and leisure activities; however, we do not believe that the offering of such activities is part of our responsibility/role.
   - We believe that participants in our program have the need for and can benefit from recreation and leisure time activities; furthermore, we believe that it is our responsibility/role to offer a minimal number of activities.
   - We believe that participants in our program have the need for and can benefit from recreation and leisure time activities; furthermore, we believe that it is our responsibility/role to offer a total program of activities.
   - We do not believe that participants in our program can benefit from recreation and leisure time activities.
   - Other (please specify)

PROGRAM ORIENTATION

1. Which of the following statements best describes your agency's recreation program?

   - Activities are offered as a socio-recreational experience for clients to occupy their free time. The primary goal of the program is diversion and pleasure for the clients.
   - Activities are offered as an adjunct to the regular educational or treatment program. The primary goal is to assist and enhance other disciplines with their educational/treatment programs.
   - Activities are offered as an integral part of the total educational or treatment program. Participants are evaluated, and specific programs are planned, conducted, and evaluated by recreation staff.
   - Other (please specify)

ADD OTHER QUESTIONS AND INFORMATION CATEGORIES AS NEEDED